DOCUMENT RESUME

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ABSTRACT

The described learning module is designed for teachers and educators who wish to improve their techniques of inquiry and questioning. The scope and sequencing of topics in this module are described as well as the activities and resources involved in its use. Ordering information is provided, and a critique of the module is included. (JD)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: QUESTIONING SKILLS (CLUSTER V; 5 Modules - a summary)

Publication Date(s): May, 1970

Intended Users: Teachers and educators wishing to improve their techniques of inquiry and questioning

Grade Level(s): K - 12

Number: Individual or pairs of teachers

Primary Focus: The five modules in this cluster cover ways to make teacher questioning and student inquiry a stimulating learning process.

School subject(s) and/or in-service topic(s) covered:

The five modules in Cluster V include subjects dealing with the techniques of questioning and eliciting inquiry. Each module develops a specific part of these skills and attempts to provide training and practice in this. Included are: using high ordered questions, their composition and use, skills in inducing student-initiated questions, use of probing questions, and the use of pre-cueing.

What participant does in using the materials:

The participant completes each of the activities specified in the five modules. These modules suggest two teachers work through copies of the modules concurrently so as to provide them with the opportunity to discuss and evaluate the material together. Actual classroom activities are included as well as tape-recorded procedures. Critiques of these are accomplished. Specific activities consist of reading selected materials, planning and taping questioning lessons and evaluating these. Pre-and posttests are included.

Resources:

The modules are developed as self-contained units, each with its own specific activities. Each also contains consumable stapled pages which contain the pretest and posttest for the unit. Additional copies of these should be ordered if the module is to be re-used. No other material is needed with the exception of access to a tape recorder for taping practice sessions and access to classrooms for observation and questioning.

Describer critique:

These modules are a thorough coverage of questioning and inquiry. Each develops a specific topic. Each unit will require a self-or partner evaluation. Motivation for all of the sessions could be difficult to maintain. These are structured academic exercises and much perseverance appears to be needed.

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B. IN-DEPTH INFORMATION

Title: QUESTIONING SKILLS--Cluster V (5 modules - a summary)

Publication Date(s): May, 1970

Intended Users: Teachers and educators wishing to improve their techniques of inquiry and questioning

Grade Level(s): K - 12

Number: Individual or pairs of teachers

Primary Focus: The five modules in this cluster cover ways to make teacher questioning and student inquiry a stimulating learning process.

1.0 PURPOSES:

The purposes of these modules are: 1) To provide background and training in recognizing categories of high order questions. 2) The actual use of high order questions as a tool in the classroom which can stimulate both teachers and children to more productive thinking. It is one thing to know the general background of high order questions but it is another thing entirely actually to use them with children. 3) The freedom to question can actually intensify a student's desire to learn; thus, it is important that a teacher develop skills in inducing student-initiated questions. 4) Probing questions stimulate thought processes which are necessary for the development of rational thinking. This attempts to develop the ability to think rationally, to use reason and evidence in solving problems and making decisions, and extend one's control the environment. 5) A technique this purports to develop is that of cueing which helps children find answers, resolve problems and master skills. This helps in applying past knowledge to form new concepts.

2.0 CONTENT — Scope and Sequencing of Topics:

This material consists of five modules (V-1, 2, 3, 4, 5) in a program designated as Cluster V. The five modules are to be studied in this order:

V-1 Question Upgrading Improvement Package
This module provides background and training in recognizing each of the seven categories of high order questions.

V-2 Using High Order Questions
This provides training and practice in the skills of using high order questions.

V-3 Inducing Student-Initiated Questions
Techniques and methods developed are: displays and bulletin boards, introduction of a topic, brainstorming a discrepant event, actions with discrepant causes, and 20 question-type games.

V-4 Inquiry Technique: Using Probing Questions
Principles of probing questions are elaborated on and successful use developed.

V-5 Pre-Cueing
Provides background and training in pre-cueing techniques. Methods used are observations of a class identifying pre-cueing, role playing using pre-cueing, and teaching using pre-cueing.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The participant completes each of the activities specified in the five modules. These modules suggest two teachers work through copies of the modules concurrently so as to provide them with the opportunity to discuss and evaluate the material together. Actual classroom activities are included as well as tape recorded procedures. Critiques of these are accomplished. Specific activities consist of reading selected materials, planning and taping questioning lessons and discussing and evaluating these. The cluster can be used as a total course or one module may be studied individually, however, each presumes the preceding as a pre-requisite.

3.2 Help given in use of product:

The modules (15-20 page workbooks) are developed as self-contained units, each with its own specific activities. Each also is accompanied by a consumable stapled booklet containing the pretest and posttest. Additional copies of these should be ordered if the module is to be re-used. No other material is needed. Access to a tape recorder for taping practice sessions is necessary.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each module contains a pretest and a posttest for evaluation of the material covered.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Each module explains clearly all activities to be accomplished. The modules are 15 to 20 page workbooks which include the introduction, activities, and follow-up material. Access to a classroom is necessary for the taping of developed lessons. Additional pretest and posttest booklets should be ordered if the module is to be re-used. It is suggested that teachers work in pairs but this is not essential. A tape recorder is required.

5.2 Distributor name/address:

Panhandle Area Education Cooperative
411 West Boulevard South
Chipley, FL 32428
(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
QUESTIONING SKILLS Teacher Education Module-Cluster V	$10.25 TOTAL	No	1 Cluster	Yes
(includes)				
Module V-01 QUESTION UPGRADING IMPROVEMENT PACKAGE	A-V .10	Consumables .35	Module	No 1/ea. participant No
Filmstrip: Quip #1 $1.50				
Filmstrip: Quip #2 $1.50				
Filmstrip: Quip #3 $1.50				
Audiotape: Quip $2.00				
Module V-02 USING HIGH ORDER QUESTIONS	.10	.40		
Module V-03 INDUCING STUDENT-INITIATED QUESTIONS	.10	.25		
Module V-04 USING PROBING QUESTIONS				
Audiotape: $1.75				
Module V-05 PRE-CUEING	.10	.30		

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

These Moduels were develcped by Prof. Bruce Mc.Millan--Florida Presbyterian College, Team Coordinator, together with

Robert E. Burke and

Ernest M. Pierce, Jr., both with the District School Board of Pinellas County.

6.2 How developed and when:

The instructional modules were produced for use in training projects funded through grants from the U. S. Office of Education to the State of Florida (Title V, Higher Ed. Act, 1965). The first editions were prepared by separate development teams. The modules were extensively revised after field testing in 1969 projects and the present editions were prepared.

During the field-testing period, this module was used on around 20-30 practicing teachers in several Florida counties. Three years went into the development of this material before it was published.

6.3 Evidence of effectiveness with users:

The evidence of effectiveness with users was gathered during extensive field testing in the 1969 projects. Data on this product's usefulness is maintained at Panhandle Area Education Cooperative.

The developers based most of their revisions on the critiques supplied by the classroom teachers, thus ensuring a more effective program for other teachers to use in their inservice education training.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The techniques of questioning and eliciting inquiry are appropriate to any classroom situation. Almost all teaching incorporates this technique. The methods developed here are adaptable to any curriculum.

These modules follow the "Individual Teacher Education Materials" model. The technical quality is good.

Content accuracy/social fairness/community acceptance issues:

Each module includes all of the information and directions needed to accomplish the set of observable goals. To this extent, the content can be considered accurate.

There is no sex, race or ethnic bias evident.

There should be no adverse community acceptance issues involved.

Overall summary/comment:

The five modules are self-contained units and the participant is expected to accomplish the objectives. Each module has a number of required readings and activities. Enough motivation to last through the five modules might be difficult for some teachers to sustain. The material, because of the subject matter, is not of a stimulating or entertaining nature. The content could be valuable to teachers, however. Attempting only one module per term would appear to make a more reasonable task for an in-service program than undertaking a more concentrated approach.

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